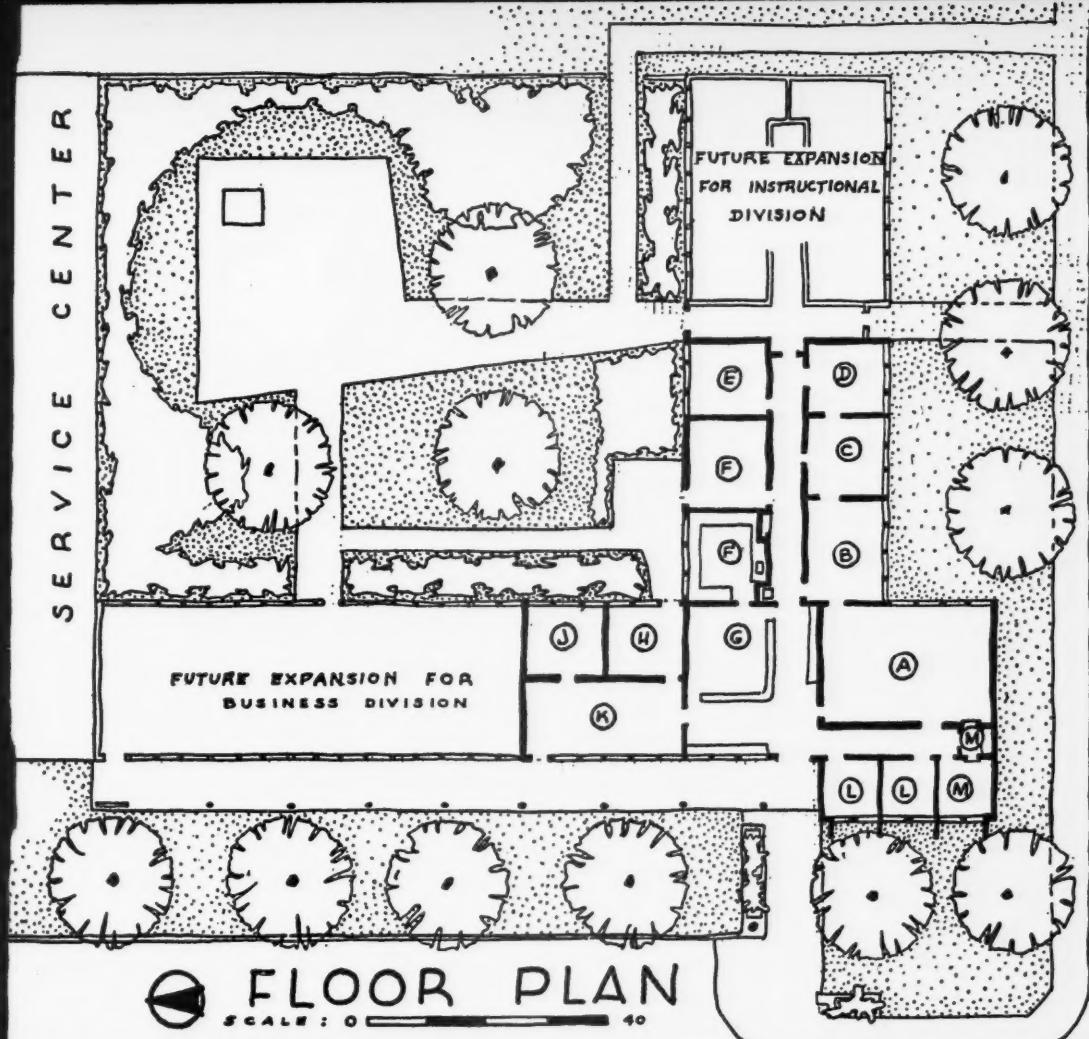


# CALIFORNIA SCHOOLS

SERVICE CENTER



SCALE: 1/8

**EDUCATION CENTER**  
cajon valley union school district

NOVEMBER 1955

# CALIFORNIA SCHOOLS

VOL. XXVI, No. 11  
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*Superintendent of Public Instruction*

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EDITOR  
IVAN R. WATERMAN  
*Chief, Bureau of Textbooks and Publications*



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THE COVER ILLUSTRATION shows the master site plan and the floor plan of the Education Center of Cajon Valley Union School District, San Diego County, Jens H. Hutchens, Superintendent. This district administrative unit, located at El Cajon, was designed to provide an expandable basic core of central services for a rapidly growing area. It was planned by Clyde Hufbauer, San Diego architect, in 1952, with the assistance of John Montgomery, then district superintendent of schools, and the consultative services of Francis C. Darby, of the office of the San Diego County Superintendent of Schools, and John Branigan, representing the office of School Planning, California State Department of Education. The first unit of the Education Center was completed in 1953. The Service Center and the additions to the Education Center shown in the master plan are future projects.

## REPORTING FROM SCHOOL TO HOME

JAY DAVIS CONNER, *Associate Superintendent of Public Instruction; and Chief, Division of Instruction*

The development of an adequate plan for reporting to parents on the progress of their children is a perplexing problem for educators. Human learning is a complex process, not fully understood by even the most competent scholars, and individuals vary widely in the capacity to learn from common experiences. Consequently the formulation of any uniform procedure for making objective and useful evaluations of educational development inevitably presents a difficult task. The attempt to work out a simple notation system by which the results of complex evaluations of pupils' progress can be reported to parents compounds the problem.

Probably no completely satisfactory plan for reporting to the home exists. Some such plan is essential, however, and the best that can be hoped for is the development of one that will be reasonably simple and flexible and reasonably satisfactory to the parents, teachers, and pupils of a given school. Fortunately, no attempt ever has been made to require all California schools to follow any particular plan of reporting to the home. The development of such a plan should be and is the responsibility of the local school district staff. However, frequent questions concerning reporting to the home are referred to members of the State Department of Education and this statement sets forth the viewpoint of the Department concerning this particular educational problem.

### FUNCTIONS OF A REPORT TO THE HOME

Parents start the educational process and carry it on themselves for five or six years. After the child begins formal schooling he actually is a member of two schools, the "home school" and the public school. Both the parent and the teacher direct, formally and informally, the educational experiences of a child. They need to co-ordinate their efforts if the child's educational growth is to proceed at a maximum rate. Ashley Montagu, chairman of the Department of Anthropology at Rutgers University, puts it this way:

We have made a fundamental error in distinguishing what goes on in the training of children in the home from what goes on in the training of the young in the schools. Education begins at birth, and the parents are the first educators, the mother usually being the principal of the parental educators. . . . Education must be regarded as a continuous process, and it should be based upon a single and unitary viewpoint as to its nature and purposes in which everyone, parents and teachers, participate together.<sup>1</sup>

<sup>1</sup> M. F. Ashley Montagu, *The Direction of Human Development: Biological and Social Bases*. New York: Harper and Brothers, 1955, pp. 299-300.

Ideally the reporting procedure should be a two-way exchange of information so that the parent and the teacher may compare notes as to the progress of the child and exchange ideas as to how each can more effectively stimulate and direct the child's future development. This would tend to relate the educational activities of the home and the school and to make the child's educational experiences more integrated.

Ideally, too, the exchange of information would cover all of the educational objectives which both the parent and the teacher have in mind for the child. The discussion of how well the child has done in the past would serve only as an introduction to the making of plans for the child's future educational experiences in both the home and the school. Such an approach would make of education the parent-teacher partnership that it rightfully should be.

Many factors operate to prevent the reporting between school and home from being the kind of experience indicated here. Schools have developed certain procedures that have become well established and both parents and educators sometimes overlook their inadequacies or are hesitant to undergo the difficulties associated with the development of more effective methods. In many cases both educators and parents recognize the desirability of improved reporting procedures but find it extremely difficult to work out the more complex and time consuming activities associated with them. In any case, the objective of the local school district staff should be to develop the most effective reporting plan which can be provided under the circumstances existing within the district.

#### SUGGESTIONS CONCERNING REPORTING POLICIES

When a school staff undertakes to develop a new reporting plan or to revise existing procedures, the first appropriate step might well be to set down on paper agreements as to the policies that should be the basis for their efforts. The suggestions given here represent the viewpoints of the State Department of Education on this subject and might serve as a starting point for staff discussions.

1. Frequent, clear, and explicit reports to parents on the progress their children are making in all their school work are an essential part of a school program.
2. Parents, as participants in the education of children, should participate in the development of any school plan for reporting school progress to the home.
3. Children, too, have an important stake in the reporting plan. Consideration should be given to ways in which they may constructively participate in the development of the plan and in carrying it out.<sup>1</sup>

<sup>1</sup> For a brief discussion of this point, including a specific example of pupil participation at the first-grade level, see pp. 28-29 of the following: Fred E. Harris, *Three Persistent Educational Problems: Grading, Promoting, and Reporting to Parents*. Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Lexington, Kentucky, Vol. XXVI, No. 1, September, 1953.

4. The items to be reported from the school to the home should reflect the thinking of both the parents and the school staff members as to the important objectives of education for the children in the school. Certainly parents and teachers would agree that parents should be kept informed as to whether the academic achievement of their children is normal, below normal, or above for their grade. This information is essential for the guidance, not only of the child himself, but of the family in projecting plans for the future of the child. In most cases, however, other items will be of just as great importance, both to the parents and to the teachers.
5. It would be difficult, if not impossible, to devise any single method of reporting to parents that could encompass all the significant factors related to the child's success or lack of success in school. The best reporting practice makes use of several different channels of communication. Certain important items can best be reported in meetings of room mothers' clubs, parent-teacher associations, and similar groups. Other information is more suitable for written reports, while still other items can best be discussed in conferences between individual parents and teachers.
6. Conferences between individual teachers and parents are an essential part of an adequate reporting plan. Frequent visitation of the school by parents, particularly when such visitation has been arranged so the parent may observe and ask questions about actual classroom instruction, is of equal value. Parents and teachers should have an opportunity to explore together the demands made upon the teacher's time by a program of individual conferences and to consider ways in which, for this purpose, teachers can be freed from clerical and other noninstructional duties.
7. Formal written reports on academic achievement should supplement the direct contacts between parents and teachers but cannot be considered as substitutes for such personal contacts. Symbols used on written reports should be discussed by parents and teachers so that their derivation and meaning are clear and their limitations are understood.
8. Long and involved reports covering intimate phases of child growth and development are not a satisfactory substitute for direct personal contacts. Such devices may have definite values if clearly understood by both parents and teachers and if their preparation does not constitute too great a burden on the teachers. However, they introduce many possibilities for misunderstanding and misinterpretation.

#### HELPFUL PAMPHLET MATERIALS

Three recent pamphlets will be of special interest to teachers and parents who are studying reporting problems.

1. HARRIS, FRED E., *Three Persistent Educational Problems: Grading, Promoting, and Reporting to Parents*. Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Lexington, Kentucky, Vol. XXVI, No. 1, September, 1953.
2. ROTHNEY, JOHN W. M., *Evaluating and Reporting Pupil Progress*. No. 7 in a series on "What Research Says to the Teacher," Department of Classroom Teachers and American Educational Research Association, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1955.
3. STRANG, RUTH, *How to Report Pupil Progress*. Practical Ideas in Education Series, Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10, Illinois, 1955.

# ANNUAL REPORT OF THE CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION, 1954-55

H. A. SPINDT, *Director of Admissions, University of California,  
Secretary-Treasurer of the Committee*

This is the Fourteenth Annual Report of the California Committee for the Study of Education. The Committee, broadly representative of the various segments of public and private education in California, was organized in 1940 to encourage applied research in those phases of California education that concerned independent but still related parts of our educational system. The members of the Committee are listed at the end of this report.

During the fifteen years of its existence, the Committee and its subcommittees have engaged in a number of studies of California education. Some of these reports have had a marked influence on curricular organization. Following is a partial list of subjects studied upon which reports have been presented:

Accreditation	Mathematics (Second Subcommittee)
Foreign Language	Accreditation (Second Subcommittee)
Mathematics	General Education
Calendar	Combined High School Transcript and Counseling Blank
Accelerated Programs	Conservation Education
United States History and Civics	Uniform Course Names and Numbers
Admissions	Scholarship Awards
Credit for Army and Navy Programs of Instruction	Minimum Essentials in Mathematics for Engineering Instruction
Subject A	Preschool Experiences of California Children
Bachelor's Degree Credit for Army and Navy Courses	

## REPORTS OF SUBCOMMITTEES, 1954-55

The high standard that has marked subcommittee reports in the past has been maintained during the year 1954-55. At the annual meeting on May 5, 1955, final reports were received from the subcommittees on the Development of Moral and Spiritual Values in the Schools, Scholarship Awards, and on the Master's Degree in California Colleges and Universities; a progress report was received from the Subcommittee on Content and Sequence of Mathematics Studies from the Ninth through the Fourteenth Grades.

**A. Subcommittee on Development of Moral and Spiritual Values.** The report of the Subcommittee on Moral and Spiritual Values was presented by the chairman, Mrs. Erma Pixley, in the form of a *Teachers Handbook on Moral and Spiritual Values*. The following chapter headings will give some indication of the content of the report:

The Aims of Public Schools Recognize the Needs for Developing Moral-Spiritual Values

Research Has Implications Related to the Development of Moral-Spiritual Values

Children Are Guided to Develop Moral-Spiritual Values Through School and Classroom Experiences

The School Organizes and Administers a Program for the Development of Moral-Spiritual Values

Schools Provide Evaluation in Moral-Spiritual Education

It was the belief of the general Committee that this report was of such a high quality that it should be printed for distribution to the schools of the state, preferably at least one free copy to each school and additional copies at cost. Chairman Cornelius H. Siemens was directed to appoint a subcommittee to attempt to find ways and means to achieve this purpose. Mrs. Pixley's committee was discharged with the thanks and praise of Chairman Siemens and the other members of the Committee.

*B. Second Subcommittee on Scholarship Awards.* In the absence of Chairman Ralph Prator, the report of the Second Subcommittee on Scholarship Awards was presented by Guinn Smith. The Subcommittee was assigned the task of preparing an outline of administrative organization and procedure to implement a state-wide scholarship program. In addition to a number of statistical studies detailing the need for such a program of scholarships, the Subcommittee presented in its final report a brief history of the Subcommittee and its recommendations for legislation to establish and administer scholarship awards, as follows:

*History*—The "Strayer Report"<sup>1</sup> recommended 2,000 undergraduate subsistence scholarships paying \$750 each year. The California Committee for the Study of Education, at the request of President Sproul, appointed a subcommittee on scholarship awards to determine what criteria would prove most reliable in awarding the recommended scholarships. The report of this subcommittee, made in 1950, proposed test scores, scholarship record, need, and promise of future success as criteria. The second subcommittee, appointed in 1952, made a progress report on April 9, 1954, to the California Committee for the Study of Education, suggesting that members representing the State Chamber of Commerce, the National Association of Manufacturers, the Congress of Industrial Organizations, the American Federation of Labor, and the State Legislature be added to the subcommittee. The final report was filed February 7, 1955.

*The Plan*—The Subcommittee recommended that 400 scholarships, in amounts varying from \$150 to \$600 each, be awarded to the top 5 per cent of high school graduates with great financial need. The recipients could attend public or private institutions. These scholarships would be called "assistance awards." The procedure for selection would be as follows: The candidate applies to the school co-ordinator (one person in each school who is responsible for publicizing and distributing application forms for the state scholarship plan) who administers tests and screens candidates according to basic criteria; the co-ordinator sends material to the interviewing team chairman (interviewing teams appointed for each of the five regions of the California Association of Secondary School Administrators, each regional team divided into interviewing teams of three members each, four such teams being anticipated in each region); candidates are notified of time and place for interviews and each candidate is rated by an interview team; reports from interviewing teams go directly to the

<sup>1</sup> *A Report of a Survey of the Needs of California in Higher Education*, submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education (Berkeley, California): Committee on the Conduct of the Study (George D. Strayer, chairman), March 1, 1948.

State Scholarship Board which will be responsible for final selection of 400 candidates (State Scholarship Board appointed by the President of the University, Superintendent of Public Instruction, Speaker of the Assembly, and President of the Senate). The State Scholarship Board has a full-time paid director and office staff to prepare materials for review.

*The Plan in Operation*—Each school having eligible candidates participates. Final selection is made on a state-wide basis. A calendar of procedures would be widely circulated and carefully followed. The object of the plan is to bring into higher education those not now attending because of financial reasons. Renewal of scholarships would be possible and would be recommended if the student's record justifies renewal.

With minor amendments, the plan proposed by the Subcommittee was approved. (The plan outlined by the California Committee was incorporated in bills placed before the 1955 session of the State Legislature. The recommended plan of organization was followed in the law finally passed by the Legislature,<sup>1</sup> but the Subcommittee emphasis on subsistence scholarships was so changed as to encourage full use of private college facilities by means of "tuition" rather than subsistence scholarships.)

*C. Subcommittee on Content and Sequence of Mathematics Studies from the Ninth Through the Fourteenth Grades.* Albert C. Burdette, a University of California member of the northern section of the Subcommittee on Content and Sequence of Mathematics Studies from the Ninth Through the Fourteenth Grades, presented the report for his Subcommittee. He first distributed mimeographed copies of the Progress Report to Committee members and explained that much of the Subcommittee's work to date has been organizational and preliminary. The original Subcommittee has split into two sections—northern and southern. John Lombardi, of Los Angeles City College, is chairman of the southern section and of the entire Subcommittee. Each of these sections has divided into four special committees. The northern section has study committees dealing with four particular fields: (1) secondary mathematics for noncollege-preparatory students; (2) secondary mathematics for college-preparatory students planning to major in science or engineering or students requiring more than minimum mathematics preparation; (3) secondary mathematics for college-preparatory students with general or nontechnical majors; and (4)(a) mathematics in grades 12, 13, and 14 for the students planning to major in science or engineering, and (b) mathematics for the general student in grades 13 and 14. Mr. Burdette commented that three of these committees deal with secondary mathematics while one deals with the college mathematics problem. The southern section, however, which is also divided into four special committees, has two which deal with mathematics at the secondary level and two which deal with college-level mathematics. Its four study committees deal with these fields: (1) secondary mathematics for noncollege-preparatory students, (2) secondary mathematics for college-preparatory

<sup>1</sup> Chapter 1846, Statutes of 1955, which added Sections 21700-21715 to the Education Code.

students, (3) college mathematics for nonscience majors in grades 13 and 14, and (4) college mathematics for science and engineering students.

The eight special committees are presently engaged in collecting data. Four of them have submitted preliminary reports.

The study committee for noncollege-preparatory mathematics reported that its work so far has consisted in obtaining information from the public schools in California as to what is currently being done and in trying to obtain, from employers, parents, and high school graduates currently employed, information as to just what the requirements are and what skills are needed in mathematics in today's world. The committee is still gathering information.

In the study committee concerning mathematics for college preparatory students, certain general ideas have been discussed and some agreement has been reached. The committee feels that all college-preparatory students, both technical and nontechnical, should take the same ninth-grade course. In this course algebra would receive the major attention. They also feel that it is desirable for a separation to take place at the end of the ninth grade between the general students and the students interested in technical or scientific fields. College-bound students not interested in science or engineering should be given a choice of the tenth, eleventh, or twelfth grade in which to take a second year of mathematics. The twelfth year is presently favored as the best time to take this course, which would include consumer mathematics, statistics, taxes, insurance, installment buying, approximate results, slide rule, logarithm tables, calculating machines, inductive and deductive reasoning with algebra and geometric applications. The committee realizes that problems regarding college admission will have to be considered also. Mathematics in the tenth, eleventh, and twelfth grades for prescience and pre-engineering students is also being studied. Considerable thought is being given to including analytic geometry and calculus in the twelfth-grade course.

The special committee studying college mathematics for the general major reports that it is preparing a bibliography of all the available mathematics texts and reference materials to be used in determining what sort of course could be given for the general major with the material that is currently available. This committee is of the opinion that it is not a writing committee and that the recommendations it makes should be made on the basis of material already available. A questionnaire is being circulated among 300 colleges in the United States regarding courses that are currently being given for general education in mathematics to see if there are any good courses in existence at the present time. There is not yet enough material available from the replies to the questionnaires to provide the basis for a report.

The study committee on college mathematics for science and engineering majors has nothing definite yet to report. A survey is being made

of freshman and sophomore courses for engineering and science students in the colleges and junior colleges in California. Two check lists are being sent out in this survey. One is to find out what is currently being taught and what it would be desirable to teach if the time were available. The second check list concerns junior and senior courses in mathematics and tries to determine two things: (1) what in freshman and sophomore mathematics is being taught also in junior and senior mathematics, and (2) what topics the instructors would use in the upper division courses if the students were adequately prepared from freshman and sophomore courses.

Mr. Burdette stated that the Subcommittee is examining with considerable care the results of studies made by other groups and is trying to sort out the findings which apply to the Subcommittee's problem.

A question was raised concerning the single course for college-preparatory students with nonscience majors, in that the topics listed to define the course would not be suitable preparation for entrance to certain University courses required for nonscience majors. An example was given of the home economics major who is required to take Chemistry IA. It was also pointed out that many University courses now require statistics. In reply to the suggestion that there should be a more vigorous course for college-preparatory students, Mr. Burdette explained that no attempt would be made to exclude nonscience college-preparatory students from a more complete program of mathematics and that the course described would be for those nonscience students who take the minimum preparation.

Concern was also expressed about the advisability of a common ninth-grade mathematics course for all college-preparatory students. It was suggested that perhaps there should be sectioning of the college-preparatory group or that a differentiated course be given. Mr. Burdette explained that the study committee making the recommendation felt that not many students know at the beginning of the ninth grade in what field their real interests and capabilities lie. The committee also felt that a course with high standards in mathematics at the ninth-grade level would assist the students in deciding in which direction they wanted to go. Students interested in mathematics would be channeled into a substantial three-year program of mathematics during the remainder of their high school careers. Those who have decided definitely not to go into science will not be required to take a three-year program in mathematics.

The Subcommittee hopes to have its report ready in another year. The final report of both sections of the Subcommittee will be presented as a single report.

*D. Subcommittee on the Master's Degree in California Colleges and Universities.* William W. Armentrout presented the Final Report on the Study of the Master's Degree in California Colleges and Universities,

which was his doctoral study at Stanford University. He explained that the study was begun as a result of feelings expressed by Professor Harriman of the Western College Association and the California Committee and by Dean Bradley of the Claremont Graduate School that there was a great diversity in the standards and requirements of graduate schools, an increasing number of which granted the master's degree and hoped to grant the doctor's degree.

The 49 graduate schools in California granting the master's degree were surveyed, and for each school an abstract was drawn up in which fourteen points covering the history, accreditation, requirements, and standards were included. A table was also prepared, listing the 175 different subject areas (not including the 50 major concentration titles within the Master of Arts degree or the Master of Education degree) in which the master's degree is granted. A study of the variation in requirements among the different institutions is also included.

Mr. Armentrout's report then listed some interesting facts about the master's degree. The first master's degree in California was granted in 1861 by the College of the Pacific. The number of master's degrees conferred in 1947-48 was 2,169; in 1951-52 the number was 4,295, an increase of 97.5 per cent in four years. Of the 49 institutions in California granting the master's degree in 1952, 13 were public institutions (including the state colleges and three campuses of the University of California). These public institutions conferred 42 per cent of the master's degrees in 1952. In that year Stanford University, the University of Southern California, and the University of California conferred more than 75 per cent of the master's degrees granted, the 10 state colleges conferred 10 per cent, and the remaining 15 per cent of the master's degrees were divided among the other 35 institutions. There are 35 different titles for the master's degree.

In response to the suggestion that the 49 institutions surveyed might be interested in receiving copies of the summary of the study, Mr. Armentrout said that he had already sent copies to those institutions requesting them. Chairman Siemens instructed the Secretary-Treasurer to mimeograph and distribute this report to the 49 institutions concerned, and to other interested persons on request.

#### ORGANIZATION OF THE COMMITTEE

The California Committee for the Study of Education consists of representatives appointed by various educational organizations in California. The whole Committee meets once a year, and interim business is handled by a Steering Committee of five members. Members of the Committee for 1955-56 and their alternates, with the names of the organizations or institutions which they represent, are listed here, together with the members of the Steering Committee and the various subcommittees, and a financial report for the year.

## FINANCIAL REPORT as of June 30, 1955

## RECEIPTS

Balance on hand as of July 1, 1954.....	\$825.96
Receipts .....	50

Total Receipts .....	\$826.46
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## EXPENDITURES

Mimeographing minutes for meeting of California Committee Subcommittee on Content and Sequence of Mathematics Studies, mimeographing and mailing.....	\$2.05
Subcommittee on Moral and Spiritual Values, typing, mimeo- graphing, proofreading, stencils, materials, telephone.....	8.98
Subcommittee on Scholarship Awards, mimeographing.....	354.30
Report on Masters Degree in California Colleges.....	36.80
	28.00
Total Expenditures .....	429.63

BALANCE ON HAND, June 30, 1955.....	\$396.33
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## MEMBERSHIP OF COMMITTEE AND SUBCOMMITTEES

## CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION

## MEMBERSHIP LIST, 1955-56

<i>Name</i>	<i>Organization or Institution Represented</i>
REV. J. E. WEYER.....	Association of Catholic Secondary School Principals of California
RAYMOND S. SANDERS.....	California Association of Adult Education Administrators
HOWARD H. PATTEE.....	California Association of Independent Schools
HOMER H. CORNICK.....	California Association of School Administrators
JAMES H. CORSON.....	California Association of School Administrators
ROBERT N. BUSH.....	California Association of Secondary School Administrators
FRED L. PETERSEN.....	California Association of Secondary School Administrators
ELSIE F. GIBBS.....	California Association of Secondary School Administrators
CHARLES S. MORRIS, JR.....	California Association of Secondary School Administrators
Rt. REV. MSGR. JAMES N. BROWN.....	California Council of Catholic School Superintendents
VESTA M. PETERSEN.....	California Elementary School Administrators Association
ELMER R. VENTER.....	California Elementary School Administrators Association
HELEN HEFFERNAN.....	California School Supervisors Association
WARD H. AUSTIN.....	Junior College Association
LLOYD LUCKMANN.....	Junior College Association
MALCOLM A. LOVE.....	State Colleges
JAY D. CONNER.....	State Department of Education
FRANK B. LINDSAY.....	State Department of Education
HENRY W. MAGNUSON.....	State Department of Education
THOMAS JACOB.....	University of California
HERMAN A. SPINDT.....	University of California
WILLIAM A. BROWNE.....	University of California
CORNELIUS H. SIEMENS.....	Western College Association
HERBERT C. HEFFNER.....	Western College Association

## ALTERNATES

REV. MARK J. HURLEY	Association of Catholic Secondary School Principals of California
DAVID L. GREENE	California Association of Adult Education Administrators
WILLIAM E. KRATT	California Association of Independent Schools
WILLARD H. VAN DYKE	California Association of School Administrators
	California Association of Secondary School Administrators
REV. PATRICK ROCHE	California Council of Catholic School Superintendents
ENOCH DUMAS	California Elementary School Administrators Association
GRETCHEN WULFING	California School Supervisors Association
OSCAR H. EDINGER, JR. OR BASIL H. PETERSON	Junior College Association
GLENN KENDALL	State Colleges
GRACE V. BIRD	University of California
JOHN A. VIEG	Western College Association

## STEERING COMMITTEE

CORNELIUS H. SIEMENS, *Chairman*  
 LLOYD LUCKMANN, *Vice-Chairman*  
 HERMAN A. SPINDT, *Secretary-Treasurer*  
 ROBERT N. BUSH, *Member-at-Large*  
 FRANK B. LINDSAY, *Member-at-Large*

## SUBCOMMITTEE ON ADMISSIONS

Herman A. Spindt, University of California, *Chairman*  
 Hugh M. Bell, Chico State College  
 Florence Brady, Occidental College  
 George E. Dotson, Long Beach City College  
 Rev. John Foudy, Archdiocese of San Francisco  
 Stanley B. Freeborn, University of California  
 Albert D. Graves, Los Angeles State College of Applied Arts and Sciences  
 F. Melvyn Lawson, Sacramento City Unified School District  
 Harry M. McPherson, Napa Junior College  
 Basil H. Peterson, Orange Coast Junior College  
 Joe H. West, San Jose State College  
 Hugh C. Willett, Stanford University  
 H. Donald Winbigler, Stanford University

## SUBCOMMITTEE ON GIFTED STUDENTS

Donald E. Kitch, Chief, Supplemental Education Services, State Department of Education, *Chairman*  
 Alfred C. Baxter, Principal, Garfield Junior High School, Berkeley  
 Selmer H. Berg, Superintendent, Oakland Unified School District  
 Daniel Dewey, Principal, Anna Head School, Berkeley  
 John W. Eckhardt, Assistant Superintendent, Kern County Union High School District  
 Elsie F. Gibbs, Director of Secondary Education, San Bernardino Public Schools  
 Mrs. May Seagoe Gowan, Professor of Education, University of California, Los Angeles  
 George C. Holstein, Principal, Fresno High School  
 Jack A. Holmes, Assistant Professor of Education, University of California, Berkeley  
 Emil Lange, Principal, Charles Evans Hughes Junior High School, Long Beach  
 Charles L. Lee, Director of Special Schools and Classes, Alameda County, Oakland  
 Raymond C. Perry, Assistant Professor of Education, University of Southern California  
 Paul Squibb, Midland School, Los Olivos  
 J. Harold Williams, University of California, Santa Barbara College

## SUBCOMMITTEE ON RECIPROCITY AT THE JUNIOR LEVEL

H. Donald Winbigler, Dean of Students, Stanford University, *Chairman*  
 Grace V. Bird, Office of Relations with Schools, University of California  
 Mary C. Burch, Mills College  
 Alva R. Davis, Dean, College of Letters and Science, University of California  
 Arnold E. Joyal, President, Fresno State College  
 William E. Kratt, President, Menlo School and College, Menlo Park  
 H. M. McPherson, Superintendent, Napa Junior College

## SUBCOMMITTEE ON THE DEVELOPMENT OF MORAL AND SPIRITUAL VALUES

Mrs. Erma Pixley, Curriculum Division, Los Angeles City School Districts, *Chairman*  
 Ralph F. Burnight, District Superintendent, Excelsior Union High School District, Norwalk  
 Everett B. Chaffee, Principal, University High School, Los Angeles  
 Mrs. Ruth Edmands, General Consultant, Office of Colusa County Superintendent of Schools, Colusa  
 Charles J. Falk, Associate Professor of Education, Occidental College, Los Angeles  
 Leonard Hummell, Curriculum Assistant, Los Angeles County  
 Ray M. Imbler, Principal, Parkside Elementary School, San Bruno  
 John W. Wilson, Principal, David Starr Jordan High School, Long Beach  
 William G. Woolworth, Director of Instruction, Albany Unified School District

*Consultants*

Earl Cranston, School of Religion, University of Southern California  
 Msgr. Patrick Dignan, Archdiocese of Los Angeles  
 Sam Dinin, Bureau of Jewish Education, Los Angeles  
 Alfred W. Painter, College of the Pacific, Stockton  
 Vernon O. Toole, Director, School of Education, University of Redlands

## SECOND SUBCOMMITTEE ON SCHOLARSHIP AWARDS

Ralph Prator, President, Bakersfield College, *Chairman*  
 Mrs. Eugene Baker, California Congress of Parents and Teachers, Norwalk  
 Paul R. Bowers, California Association of Secondary School Administrators  
 J. Frederick Ching, City Superintendent of Schools, Salinas  
 Mrs. Esther J. Conrad, Compton Junior College  
 Van Dempsey, CIO-Industrial Union Council, Oakland  
 The Honorable Mrs. Dorothy Donahoe, Member of Assembly, California Legislature  
 The Honorable Hugh P. Donnelly, Member of Assembly, California Legislature  
 The Honorable Donald D. Doyle, Member of Assembly, California Legislature  
 Robert C. Gillingham, Compton Junior College  
 George W. Johns, San Francisco Labor Council  
 Mrs. Cloyce Martin, California Scholarship Federation, Eureka  
 Albert M. Paul, California Products Company, Fresno  
 Quinn Smith, Office of Relations with Schools, University of California

SUBCOMMITTEE ON THE CONTENT AND SEQUENCE OF MATHEMATICS STUDIES  
FROM THE NINTH THROUGH THE FOURTEENTH GRADES*Northern Section:*

J. Paul Mohr, President, Sacramento Junior College, *Chairman*  
 Harold Bacon, Professor of Mathematics, Stanford University  
 Albert C. Burdette, Assistant Professor of Mathematics, University of California, Davis  
 Harriette Burr, Willow Glenn High School, San Jose  
 Norman O. Gunderson, San Jose State College  
 Verne Hall, Jr., Galileo High School, San Francisco  
 Joseph B. Hill, Principal, Lincoln High School, San Francisco  
 H. Stewart Moredock, Sacramento State College  
 M. Eugene Mushlitz, Consultant in Secondary Education, State Department of Education  
 James Nudelman, Mountain View Union High School

Arent L. Olson, Principal, Biggs Union High School  
Richard Powell, University of California, Berkeley  
Harry R. Renoud, Reedley College

*Southern Section:*

John Lombardi, Los Angeles City College, *Committee Chairman and Section Chair-man*

L. J. Adams, Santa Monica City College  
May Beenken, Immaculate Heart College  
Clifford Bell, University of California, Los Angeles  
Bonham Campbell, University of California, Los Angeles  
Marian C. Cliffe, Verdugo Hills High School, Tujunga  
Harold E. Darling, Stephens Junior High School, Long Beach  
Paul H. Daus, University of California, Los Angeles  
R. P. Dilworth, California Institute of Technology  
John W. Eckhardt, Assistant Superintendent, Kern County Union High School  
District, Bakersfield  
William H. Glenn, John Muir High School, Pasadena  
Vincent C. Harris, San Diego State College  
L. Clark Lay, Pasadena City College  
Paul A. White, University of Southern California

## PRINCIPAL APPORTIONMENT OF THE STATE SCHOOL FUND, 1955-56

RALPH R. BOYDEN, *Chief, Bureau of School Apportionments and Reports*

The Principal Apportionment of the State School Fund for the fiscal year 1955-56 was certified by the Superintendent of Public Instruction to the State Controller, State Treasurer, State Department of Finance, county auditors, county treasurers, and county superintendents of schools on September 26, 1955, in the amount of \$382,911,950.00. This apportionment was the third such apportionment since the Constitution was amended in 1952. Major revisions of the portions of the Education Code relating to apportionment were made in 1953, slight changes were made in 1954, and several further changes were made in 1955. This apportionment is very similar in plan and in formula rates to those made one year and two years ago. It includes basic state aid, state equalization aid, allowances for adults, allowances for adults in state institutions for adults, etc., and budget allowances for county school service funds. It constitutes the major state contribution for the support of the public school system, exclusive of the state colleges.

The 1955 Legislature authorized all apportionments to be made to the nearest dollar. This permits some simplification in computation, but is an even greater advantage in the tabulation of apportionments. Legislation of 1955 also directed the withholding from elementary school districts of the amounts computed as basic state aid and state equalization aid on account of a.d.a. in grades 7 and 8 in junior high schools for pupils residing in such elementary school districts. The amounts so withheld are added to the apportionments otherwise computed for high school districts.

An analysis of this year's Principal Apportionment and comparative figures for last year, showing an increase this year of \$27,658,542.76 and the percentages of increase, is presented in the following tabulation.

<i>Level or Fund</i>	<i>Amount of Principal Apportionment 1954-55      1955-56</i>		<i>Percentage of increase</i>
	<i>1954-55</i>	<i>1955-56</i>	
Elementary schools			
Amount allowed by normal computations	\$260,071,948.36	\$278,240,663	
Additional allowances to certain reorganized districts	132,190.11	69,438	
Amounts withheld because of insufficient number of teachers	—238,236.40	—179,926	
Gross Total	\$259,965,902.07	\$278,130,175	7.0
Amounts withheld for a.d.a. in grades 7-8 in junior high schools		25,733,494	
Net Total	\$259,965,902.07	\$252,396,681	

Level or Fund	Amount of Principal Apportionment		Percentage of increase
	1954-55	1955-56	
Elementary schools, total forward	\$259,965,902.07	\$252,396,681	
High schools			
Amounts allowed by normal computations	\$71,381,570.67	\$77,045,093	7.9
Amounts added for a.d.a. in grades 7-8 in junior high schools	—	25,733,494	
Total	\$71,381,570.67	\$102,778,587	
Junior colleges	14,168,359.38	17,336,968	22.4
Country school service funds (budget allowances)	9,678,914.00	10,236,088	5.8
Correction of apportionments of previous fiscal years			
Excesses withheld	—287,872.11	—441,433	
Deficiencies added	346,533.23	605,059	
Total	\$355,253,407.24	\$382,911,950	7.8

Additional allowances shown in the foregoing tabulation for elementary schools represent amounts allowed to certain recently reorganized school districts during the first five fiscal years in the case of unified school districts, or during the first three fiscal years of their existence in the case of union school districts. For the current fiscal year, this group includes three unified and six union school districts. These allowances are provided by law to protect such districts from sudden reduction of state aid which might otherwise result from the formation of larger operating units.

The amounts withheld from the apportionments for elementary schools as shown in the tabulation were withheld because of the employment last year of an insufficient number of teachers in the case of small school districts or necessary small schools in districts which maintain two or more elementary schools. "Small" in this connection means an average daily attendance of no more than 100. One teacher for each 25 units of a.d.a., or fraction thereof, is required by law for receipt of full equalization aid on the special foundation program for small schools. The full allowances are computed but the differences between the full allowance and the allowance on an a.d.a. basis for large schools is withheld pending receipt of information regarding employment of additional teachers on or before November 10 of the current fiscal year. If additional teachers are employed, the amounts withheld or appropriate portions thereof, will be released in December.

The Principal Apportionment for 1955-56 for elementary schools, high schools, and junior colleges includes allowances as follows.

## A. Basic state aid and related allowances

1) Allowances to county school service funds for direct education activities as follows:	<i>A.d.a.</i>	<i>Amount</i>
emergency elementary schools	738	\$285,103
special training schools	2,398	879,588
juvenile hall elementary schools	594	181,260
physically handicapped pupils at secondary level	45	12,600
juvenile hall secondary schools	1,485	415,800
Total	5,260	\$1,774,351
2) Allowances to county school tuition funds for California pupils attending school in an adjoining state:	<i>A.d.a.</i>	<i>Amount</i>
elementary school	17	\$2,040
high school	146	17,520
Total	163	\$19,560
3) Allowances of basic state aid to school districts:	<i>A.d.a.</i>	<i>Amount</i>
an allowance of \$2,400, the constitutional minimum, to each of 224 elementary school districts which have less than 20 a.d.a.	2,790	\$537,600
other elementary districts	1,731,994	207,839,280
an allowance of \$2,400, the constitutional minimum, to each of 2 high school districts which have less than 20 a.d.a.	20	4,800
other high school districts	485,745	58,289,400
junior college districts	93,478	11,217,360
Total	2,314,027	\$277,888,440
4) Grand Total	2,319,450	\$279,682,351

## B. State equalization aid

This consists of allowances to compensate in part for the variations in district ability to support schools, provided the district made the required local effort as measured by the tax rate of the preceding fiscal year. State equalization aid is allowed as follows:

<i>Level</i>	<i>Number of districts</i>	<i>A.d.a.*</i>	<i>Amount apportioned</i>
elementary	1,197	1,590,330	\$68,515,792
high school	222	248,419	13,107,218
junior college	19	32,609	2,751,703
Total	1,438	1,871,358	\$84,374,713

There was also allowed an amount of \$69,438 as additional equalization aid at the elementary school level for certain recently reorganized school districts to compensate such districts in whole or in part for the loss in state apportionments during their first years of existence by reason of the formation of larger operating units.

Allowances of state equalization aid computed for certain small elementary schools and small school districts were withheld in cases where insufficient numbers of teachers were employed during the Fiscal Year 1954-55. The total sum of \$179,926 was withheld for possible release in December, 1955.

\* Excluding adults as defined in Education Code Section 9700.1.

### C. Allowances for adults

These allowances were made for the a.d.a. of adults, as defined by Education Code Section 9700.1, at a rate not less than \$120 per unit of a.d.a. nor exceeding \$200 per unit of a.d.a., the actual unit rate for each district being determined by the unit rate of state equalization aid computed for the district on the a.d.a. of the district exclusive of the a.d.a. of adults, as follows:

Level	A.d.a.	Annual unit rate	Amount
high school	35,121	\$138.02	\$4,847,555
junior college	22,353	140.44	3,139,245
<b>Total</b>	<b>57,474</b>		<b>\$7,986,800</b>

### D. Allowances for adult inmates

Allowances were made for the a.d.a. of adults who were inmates of certain State and local institutions, at a rate of not less than \$120 per unit of a.d.a. nor more than \$148 per unit of a.d.a., at rates determined for each district by expenditure reports from such districts, as follows:

Level	A.d.a.	Annual unit rate	Amount
high school	2,635	\$132.90	\$350,200
junior college	1,545	148.00	228,660
<b>Total</b>	<b>4,180</b>		<b>\$578,860</b>

### E. Budget allowances to county school service funds

Budget allowances to county school service funds were made for the supervision of instruction in a total amount of \$2,238,238, the maximum amount authorized by law, and for other purposes in the amount of \$7,997,850, a total of \$10,236,088. In accordance with authority contained in the 1955 changes in the law, the allowances for other purposes represent the maximum amount permitted by law after deducting certain amounts. A deduction of \$500,000 was made for reimbursement of county school service funds as needed later in the fiscal year for approved emergency purposes as such emergencies may materialize. An amount of \$2,691 was deducted for possible reimbursement of county school service funds later in the fiscal year for travel expense incurred in connection with co-operative county publication projects.

### F. Allowances for correction of apportionments of previous fiscal years

As required by law, recomputations of state equalization aid have been made for those districts for which the actual amount of Federal aid under Public Law 874, Section 3, for the fiscal year 1953-54 differed from the estimates employed a year earlier. In addition, recomputations of apportionment have been made for all types of apportionments of previous fiscal years where the amount previously computed has been found to be incorrect because of the employment of incorrect data or for any other reason. In accordance with 1955 changes in the law, adjustments are limited to amounts of \$100 or more and are not made for corrections older than the third preceding fiscal year. These adjustments are withheld from this year's apportionment in those cases where the previous apportionments were in excess of the correct amounts and, correspondingly, deficiencies in previous apportionments are added to this year's apportionment. The net total of excesses allowed is \$163,626.

State total a.d.a. in the public schools during the preceding fiscal year is the main factor in the determination of the amount of the State School Fund for each fiscal year. A.d.a. in individual districts is the most important single factor in the computation of apportionments. State totals

of a.d.a. in graded and ungraded classes by level for the past two fiscal years are shown in the following tabulation:

<i>Level and category</i>	<i>Grades</i>	<i>Average daily attendance</i>		<i>Percentage of increase</i>
		<i>1953-54</i>	<i>1954-55</i>	
Elementary schools	K-8	1,618,942	1,738,531	7.4
High schools	9-12			
Adults as defined in E.C. 9700.1		33,836	35,121	
Classes for adults in state institutions		2,522	2,635	
Other		454,169	487,441	
Total high school		490,527	525,197	7.1
Junior colleges	13-14			
Adults as defined in E.C. 9700.1		20,223	22,353	
Classes for adults in state institutions		1,557	1,545	
Other		77,147	93,478	
Total junior college		98,927	117,376	18.6
Grand total a.d.a. for state apportionment		2,208,396	2,381,104	7.8

The average daily attendance in grades 7 and 8 in junior high schools during the fiscal year 1954-55 was 174,417. As previously indicated (page 565), under the provisions of 1955 legislation the apportionments computed for elementary school districts at elementary school formula rates amounted to a total of \$25,733,494. The withholding of an amount from an elementary school district and the addition of this amount to the apportionment for a high school district constitutes a partial discharge of the obligation of the elementary school district to the high school district for the fiscal year of apportionment of the tuition transfer required to be paid by the elementary school district to the high school district under the provisions of the Education Code. Dividing the total amount by the total a.d.a. shows that the average annual unit rate of apportionment for this attendance was \$147.54.

This year's apportionment is the first to be affected by the provisions of the 1953 amendment of Education Code Section 7091 with respect to certain small elementary school districts. These provisions relate exclusively to those school districts which maintained only one elementary school during the preceding fiscal year and in which there was an a.d.a. of less than 101, exclusive of a.d.a. in junior high school grades 7 and 8. This section does not apply to any school district which was formed on or before July 1, 1925, and for which there was levied during the preceding fiscal year a tax of not less than five cents less than the maximum permitted under Education Code Section 6357. Furthermore, the section does not apply to any school district which meets the statutory formula of necessity with respect to the distances that certain numbers of pupils would be required to travel to the nearest other public elementary school. The section does apply this year to 168 school districts with

respect to the computation of state equalization aid. However, 97 of these districts did not qualify for equalization aid, either in terms of tax rate eligibility for equalization aid or by actual employment of the statutory formulas. For one such district, use of the alternate formula (\$232 per a.d.a. under the foundation program, and 80 cents computation tax) resulted in a greater amount of equalization aid than the small school formula, and the new computation resulted in no change from the amount that would otherwise have been apportioned. The remaining 70 districts were allowed this fiscal year the amount of basic state aid plus state equalization aid computed by using \$212 per a.d.a. for the computation of foundation program plus only 80 per cent of the additional amount that would be allowed by the use of the small school formula. This resulted in a reduction of state equalization aid for these districts in a total amount of \$26,423.

Among the provisions of the 1955 changes in law was the requirement of an Advance Apportionment made up of basic state aid for school districts and allowances to county school service funds for the direct educational activities financed by such funds. This apportionment was certified to the Controller in the amount of \$279,695,791 on August 10, 1955. As directed by law, the Controller issued warrants during the months of August and September to each county in the amount of one-tenth of the Advance Apportionment for that county. The amount of the Principal Apportionment less the total of the two advance payments will be disbursed by the Controller during the remaining nine months of the fiscal year, October, 1955, through June, 1956; one-tenth of the remainder will be disbursed in each of those nine months, and during the month of November, 1955, or such other month in the fiscal year as may be selected by the Controller, there will be disbursed an additional one-tenth of that remainder.

The State School Fund for this fiscal year is estimated to amount to \$428,598,720. This represents \$180 for each of the 2,381,104 units of a.d.a. in the public schools last year. To this total will be added the amount required for apportionment to school districts for 75 per cent of the approved excess expense of automobile driver training, an amount estimated in the State Budget at \$1,000,000. The remainder of the State School Fund, \$45,686,770, plus the amount required for apportionment for 75 per cent of the approved excess expense of automobile driver training, will be apportioned in at least three separate apportionments during the current fiscal year. The remaining apportionments will include:

#### A. Special Purpose Apportionment, scheduled for December 10, 1955

This will include 1) a release of amounts previously withheld, to the extent justified by the employment of additional teachers for small elementary schools; 2) reimbursement of approved excess expense for physically handicapped and mentally retarded minors; 3) reimbursement for transportation of certain exceptional minors; 4) reimbursement for pupil transportation; and 5) reim-

busement of 75 per cent of approved excess expense for pupils instructed in automobile driver training.

A maximum of \$16,429,618 is reserved for this apportionment in accordance with the schedule set forth in the apportionment law. In addition, a maximum of \$179,926 withheld from the Principal Apportionment, may be released. A further addition of the amount required for excess expense of automobile driver training estimated at \$1,000,000 makes an estimated maximum total of \$17,609,544 for the Special Purpose Apportionment on December 10, 1955.

**B. First Period Apportionment for Growth, scheduled for February 20, 1956**

A maximum of \$11,429,299 may be apportioned at that time.

**C. Second Period Apportionment for Growth, scheduled for June 24, 1956**

An amount of \$17,143,949 is reserved by law for the Second Period Apportionment for Growth, if needed; and this amount may be augmented by any portion of the amount reserved, but not actually needed, for the First Period Apportionment for Growth.

**D. Apportionments for the Reimbursement of County School Service Funds**

Apportionments will be made as needed during the fiscal year for the reimbursement of county school service funds, based upon claims filed by county superintendents of schools not later than June 10, 1956, for approved emergency purposes, when and to the extent such emergencies have materialized, in a total amount of not more than \$500,000, and for the reimbursement for travel expense in connection with co-operative county publication projects in a total amount of not more than \$2,691.

*Note:* At the time of the Principal Apportionment, there was a remainder, not including the amounts withheld for specific purposes as previously explained, from the amount available for apportionment to school districts but not actually required, of \$1,287. This amount will be apportioned during the fiscal year in accordance with the requirements of Education Code Sections 7118 and 7119, as the latter section was amended in 1955, and in accordance with the order of priority stipulated in the latter section.

**E. Final Apportionment, scheduled for June 25, 1956**

This will be an additional allowance of equalization aid to school districts which received equalization aid in the Principal Apportionment made on September 26, 1955, if there are any unused remainders of any amounts reserved by law for previous apportionments but not needed for actual allowances.

# DEPARTMENTAL COMMUNICATIONS

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### EMERGENCY REGULATIONS BY DIRECTOR OF EDUCATION

*Tuition in State Colleges.* The Superintendent of Public Instruction, acting in his capacity of Director of Education and under the authority of Education Code Sections 20343.1, 20345.3, and 20357, with approval of the State Department of Finance as required, made changes in the regulations in Group 5 of Subchapter 4 of Chapter 1 of Title 5, California Administrative Code, relating to tuition in the state colleges, adopting these as emergency regulations effective September 7, 1955. Section 950 was amended by changing subsection (a) and subsection (c)(1) relating to refunds of fees other than nonresident tuition. Article 2.1 was added, consisting of Sections 950.10 to 950.14, relating to the amount of tuition for nonresident students, the determination of resident status, refunding nonresident tuition, and changes in fees due to changes of program.

The text of the amended Section 950 and the new Sections 950.10 to 950.14 will be published in California Administrative Register 55, No. 14, dated September 24, 1955, on pages to be inserted in Title 5, Education, of the California Administrative Register. The pages will be reprinted as usual by the State Department of Education for distribution to superintendents of schools and certain other school and college personnel. The full text of the laws and regulations governing tuition fees and refunds, including the previously existing provisions as well as the changes noted here, may be consulted in or secured from any of the various California state colleges.

### APPOINTMENTS TO STAFF

PAUL L. RIVERS has been appointed Chief of the Bureau of School Planning in the Division of Public School Administration, with headquarters in Sacramento. He is a graduate of the Missouri State College at Warrensburg, Missouri, and holds the M.A. degree from Stanford University. He has attended summer sessions at the University of California, University of Colorado, and University of Southern California and has had wide experience in teaching and school administration. Mr. Rivers entered the Department of Education as a field representative in school administration with the office of School Planning in January, 1948. He

has served as Supervising Field Representative in that office since September, 1953.

**MRS. VELMA S. BRADFIELD** has been appointed Regional Supervisor in Homemaking Education, with headquarters in Berkeley. She is a graduate of the University of California, Los Angeles, where she majored in home economics. Mrs. Bradfield has done graduate work at Oregon State College and Long Beach State College, and special work in commercial tailoring. Her experience has included the teaching of homemaking courses at Orange Union High School and homemaking and chemistry at Santa Ana High School.

**BURRISS CLAYPOOL** has been appointed Consultant in Secondary Education for the 1955-56 school year, during the leave of absence of George L. Roehr for graduate study at the University of California, Berkeley. Mr. Claypool received the bachelor's and master's degrees from the College of the Pacific, and has done additional graduate work at the University of Southern California and the University of California. He comes to the Department from the principalship at Corcoran Joint Union High School. His experience includes both administration and teaching in public schools in California and four years in the U. S. Army.

**DERALD D. HUNT** has been appointed Special Supervisor in the Bureau of Industrial Education and has been assigned to work in the peace officers' training program. His headquarters will be in Sacramento. Mr. Hunt attended Riverside Junior College and has enrolled in numerous teacher-training and workshop programs relating to police work under the auspices of the State Department and the Federal Bureau of Investigation. He has been employed for ten years by the Riverside Police Department.

**ANDREW O. ARNOLD** has been appointed Vocational Rehabilitation Officer in the San Francisco District of the Bureau of Vocational Rehabilitation. Mr. Arnold graduated from the University of Kansas and holds the master's degree from Stanford University, where he majored in psychology and education. His experience has included rehabilitation counseling in a tuberculosis hospital in Alameda County, vocational counseling for the Veterans Administration, employment interviewing for the U. S. Employment Service in Kansas, and public assistance work in the social welfare department of Labette County, Kansas. He served for four years in the U. S. Army.

**EINAR R. HANSON** has been appointed Rehabilitation Officer for the Blind in the Sacramento District of the Bureau of Vocational Rehabilitation. He holds a bachelor's degree from the University of Utah and has done some graduate work there. He has also studied psychological counseling at the National Foundation of Psychological Research. Before

coming to Sacramento, Mr. Hanson was engaged in private practice of counseling and psychotherapy. His earlier experience included service as physical restoration supervisor for the Idaho State Department of Public Assistance, co-ordination of services for the blind for the Utah Department of Public Welfare, and editing and publishing a Braille magazine in Utah.

## BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

### ELEMENTARY SCHOOL TEXTBOOKS ON MEXICAN LIFE

Publication by the State Department of Education of the first of three elementary school textbooks on Mexican life, *The Adventures of Nicolás*, has just been completed, and the book has been distributed to elementary schools of the state for use in the sixth grade.

The project of producing books by the Department of Education was begun several years ago when the State Curriculum Commission analyzed books on Mexican life that were submitted for state adoption and found none that was sufficiently suitable and adequate to warrant its recommendation for adoption.

As a result of its findings the Commission recommended to the State Board of Education that the preparation of suitable textbook materials on Mexico be undertaken as a state project under the direction of the Curriculum Commission. The Board approved the recommendation. Following a series of conferences with leading educators in California and with a few national authorities on Mexico and Mexican relations with the United States, the contents of three books was planned and James Mitchell Clarke of San Diego was employed as author. The writing was carefully reviewed by the State Curriculum Commission, by members of the staff of the State Department of Education, and by many leading educators throughout the state on request from the Curriculum Commission, and the books were edited for publication by the Bureau of Textbooks and Publications.

Paul Whitman, a nationally prominent California artist, was commissioned to illustrate the first book, *The Adventures of Nicolás*. He completed most of the illustrations for the book, but died before the work was finished. His son, Colden Whitman, completed the illustrations. The illustrations for the other two books are being drawn by David Hendrickson, another California artist, who has had extensive experience in illustrating both schoolbooks and trade books.

*The Adventures of Nicolás* portrays, in story form, life in a typical Mexican village. The second book, *Luis of Guadalajara*, is the story of life in a larger Mexican city. The third book, *The People of Mexico*, is a

history of Mexico from the time of the Spanish conquest through the revolution. The books are designed to give California school children a knowledge and understanding of the life and people of Mexico.

## OTHER RECENT PUBLICATIONS OF THE STATE DEPARTMENT OF EDUCATION

*State List of High School Textbooks.* Published Annually in Accordance with Education Code Section 11742. Sacramento 14: California State Department of Education, July, 1955. Pp. xvi + 70.

This publication, compiled and distributed annually in accordance with law, contains the titles and school prices of all books officially listed on or before June 1, 1955, for use as high school textbooks. The cover carries the following statement: "The inclusion of books in the State list of high school textbooks does not indicate approval by the State Board of Education or by the State Department of Education. In accordance with law, all books that are classified as 'regular textbooks' under the rules and regulations of the State Board of Education are listed upon application for listing submitted by publishers."

Copies of the publication have been sent to county and city superintendents of schools, district superintendents and clerks of the governing boards of high school districts, principals of secondary schools, including evening schools, and to publishers and publishers' depositories. Additional copies may be obtained without charge upon request to the Bureau of Textbooks and Publications.

JAMES C. STONE. *Supply and Demand: Certificated Personnel in California Public Schools, 1955, with Forecast for 1965-66.* Bulletin of the California State Department of Education, Vol. XXIV, No. 4, July, 1955. Pp. vi + 40.

This bulletin reports the seventh annual study of the supply of and the demand for certificated personnel in the public schools of the state. The information it contains is basic to the program of teacher recruitment being conducted at state and local levels. Data are included concerning the demand for teachers, present and future; the supply of teachers, present and probable; the reasons why persons quit teaching; the reasons why many who are newly prepared to teach fail to take teaching positions; and the conditions that are necessary if schools are to attract and hold a sufficient staff of fully qualified teachers.

Copies have been distributed to county, city, and district superintendents of schools, principals of elementary and secondary day schools, other administrative and supervisory personnel, and to selected organizations interested in teacher recruitment.

CHARLES W. WATSON. *A Guide to the Education of the Deaf in the Public Schools of California.* Bulletin of the California State Department of Education, Vol. XXIV, No. 5, August, 1955. Pp. vi + 58.

This bulletin, written by the Consultant in Education of the Deaf and the Visually Handicapped, State Department of Education, is a comprehensive guide for public school personnel faced with the problem of establishing and maintaining appropriate special education programs for deaf children. Separate chapters deal with causes and types of hearing difficulties; testing for deafness; diagnosis of deafness and classification of the deaf; the deaf child, his parents, and his education; the use of hearing aids by deaf children; the organization and operation of special day schools and special day classes for deaf children; and the various agencies currently serving deaf children. The appendix contains a list of books, pamphlets, and films on the problems of deafness. The guide is illustrated with photographs and line drawings.

Copies have been distributed to county, city, and district superintendents of schools, to directors and supervisors of special education, and to principals of schools having classes for the deaf.

*Good Guidance Practices in the Elementary School.* Bulletin of the California State Department of Education, Vol. XXIV, No. 6, August, 1955. Pp. viii + 78.

This publication is the result of co-operation by the State Department of Education with the California School Supervisors Association, through the Association's Committee on Guidance in Education. Its purpose is the promotion of wholesome personal and social development of children in the elementary schools of the state. The functions of guidance are discussed and illustrated in five chapters dealing respectively with the role of the principal in guidance, the relation of guidance and curriculum, practices in group guidance, guidance of individual children, and co-operation with parents and the community in the use of available resources.

The present bulletin is a sequel to *Guidance in the Elementary School*, published a year ago<sup>1</sup> to present the conclusions of two summer workshops on the general aspects of guidance in the elementary school in which members of the Department staff participated. The two bulletins complement each other and together reflect current thinking and practice in the state on guidance services in elementary schools.

Copies have been distributed to county, city, and district superintendents of schools and to principals of junior high schools and elementary schools, including one- and two-teacher schools.

*General Business in the Education of Young Adolescents.* Compiled by Lloyd E. Bevans and Bernadine Bell. Bulletin of the California State Department of Education, Vol. XXIV, No. 7, August, 1955. Pp. viii + 86.

This publication is a product of co-operative effort by personnel of the State Department of Education, the offices of county superintendents of schools in Kern and San Bernardino counties, superintendents and teachers in Bloomington and Maricopa school districts, and many other persons. It presents in detail the objectives in studies of business and community, both in a semirural industrial area and in a rural setting, as well as the experiences to be encountered and the values to be obtained in such studies. Books, pamphlets, free and inexpensive materials, and films that will be helpful in a study of business in the school community are listed in the final chapter.

Copies have been sent to county, city, and district superintendents of schools, principals of junior high schools and of elementary schools, including one- and two-teacher schools.

*MILTON BABITZ. Parent Education—Curriculums, Methods, and Materials.* Bulletin of the California State Department of Education, Vol. XXIV, No. 8, August, 1955. Pp. viii + 72.

This publication, prepared by the Consultant in Parent Education in the Bureau of Adult Education, presents the curriculums that are being offered in parent education classes of public schools and in similar classes sponsored by other community agencies. Information gathered from more than a hundred teachers of adults formed the basis of this handbook for planning, teaching, and evaluating classes for parents by teachers, administrators, leaders of study groups, and others concerned with providing family guidance through educational processes. Because classes are usually arranged for parents who are grouped in terms of the age of their children, chapters are accordingly provided on classes for parents of preschool children, for parents of schoolage children, for expectant parents and new parents, as well as for young adults preparing for marriage. Subject matter and student activities suggested

<sup>1</sup> Bulletin of the California State Department of Education, Vol. XXIV, No. 4, August, 1954.

as suitable for attaining certain objectives in each group of parents are outlined in parallel columns, followed by detailed lists of teaching aids for each unit of study.

Copies have been distributed to county and city superintendents of schools, district superintendents of high school and junior college districts, principals of secondary schools including evening schools, teachers of classes for parents, and a selected list of organizations interested in the subject.

**E. EVAN SHAFFER, JR. *A Study of Continuation Education in California.***  
 Bulletin of the California State Department of Education, Vol. XXIV,  
 No. 9, August, 1955.

The study reported in this bulletin was the result of a mandate from the Governor's Advisory Committee on Children and Youth to the California Committee on Continuation Education for a study of continuation education in California. The study, which was conducted for the Bureau of Adult Education by the Assistant Director of Research, San Diego Public Schools, was an attempt to examine and evaluate the organization and administration of existing continuation education programs, to describe the continuation student population as seen by its teachers, to obtain students' opinions about their schools, to ascertain the relationship between school drop-outs and juvenile delinquency, to obtain the views of high school principals on continuation education, and to make specific recommendations for guidance of local school administrators, the State Department of Education, and the State Legislature in providing solutions for the many problems involved.

Copies have been distributed to county, city, and district superintendents of schools, to principals of senior and four-year high schools, evening high schools and evening junior colleges, and to administrators, counselors, and teachers engaged in continuation education.

## ADDITIONS TO STATE LIST OF HIGH SCHOOL TEXTBOOKS

### NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the list in July, 1955.

	AGRICULTURE		Prices New	Prices Exchange
<b>Elementary Agriculture</b>				
Beneke, <i>Managing the Farm Business</i> (1955)	Wiley	\$3.17	—	—
<b>Farm Mechanics</b>				
Jones, <i>Shopwork on the Farm</i> (1955)	McGraw	3.96	—	—
<b>Field Crops</b>				
Serviss & Ahlgren, <i>Grassland Farming</i> (1955)	Wiley	2.37	—	—
<b>Horticulture</b>				
Shoemaker & Teskey, <i>Practical Horticulture</i> (1955)	Wiley	3.36	—	—
Work & Carew, <i>Vegetable Production and Marketing</i> (1955)	Wiley	3.78	—	—
<b>BUSINESS</b>				
<b>Business Machines</b>				
Baugh & Harrington, <i>Key-Driven Calculators</i> (1955)	Brown	2.20	—	—
<b>ENGLISH</b>				
<b>Reading Skills</b>				
Murphy, Miller & Quinn, <i>Let's Read, Book IV</i> (1955)	Holt	2.37	\$2.31	—

			Prices New	Prices Exchange
<b>Speech and Public Speaking</b>				
Masten & Pflaum, <i>Speech for You</i> (1955)	Row		\$1.92	\$1.80
Nelson & Atkinson, <i>Speech and Your Personality</i> (1955)	Sanborn		2.56	2.50
<b>Vocabulary Building and Word Study</b>				
Gilmartin, <i>Gilmartin's Word Study</i> (1955)	Prentice		1.47	1.43
<b>FRENCH</b>				
Hendrix & Meiden, <i>Beginning French</i> (1948)	Houghton		3.61	3.53
<b>HOMEMAKING</b>				
<b>Home Management and Family Living</b>				
Duvall, <i>Family Living</i> , revised edition (1955)	MacMillan		2.72	2.65
Goodyear & Klohr, <i>Managing for Effective Living</i> (1954)	Wiley		3.20	—
Landis & Landis, <i>Personal Adjustment, Marriage and Family Living</i> (1955)	Prentice		2.66	2.59
<b>MATHEMATICS</b>				
<b>Advanced Mathematics</b>				
Mallory & Fehr, <i>Senior Mathematics for High Schools</i> (1955)	Sanborn		2.53	2.46
<b>Vocational Mathematics</b>				
Felker, <i>Shop Mathematics</i> (1955)	Bruce		2.59	2.32
<b>SCIENCE</b>				
<b>Physiology</b>				
Kimber, Gray, Stackpole & Leavell, <i>Textbook of Anatomy and Physiology</i> (1955)	MacMillan		4.95	—
<b>SPANISH</b>				
Ginsburg & Hassi, <i>Speaking Spanish</i> (1955)	Allyn		2.17	2.12
<b>VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS</b>				
<b>Architectural Drawing</b>				
Hornung, <i>Architectural Drafting</i> , second edition (1955)	Prentice		3.60	3.51
<b>Automotive Mechanics</b>				
Kuns, <i>Auto Mechanics, The Engine, Course I</i> , revised edition (1955)	Bruce		1.40	1.18
Vale, <i>Modern Automotive Engine Repair</i> (1954)	Prentice		1.47	1.43
<b>General Shop</b>				
Olson, <i>Industrial Arts for the General Shop</i> (1955)	Prentice		3.20	3.12
<b>Machine Shop</b>				
Henry Ford Trade School, <i>Shop Theory</i> (1955)	McGraw		3.58	—
<b>Radio, Television, Radar, and Electronics</b>				
Buchsbaum, <i>Color T.V. Servicing</i> (1955)	Prentice		3.80	3.65
Marcus & Gandler, <i>Elements of Television Servicing</i> (1955)	Prentice		4.16	4.06

# INTERPRETATIONS OF LAW APPLICABLE TO SCHOOLS

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

## OPINIONS OF CALIFORNIA ATTORNEY GENERAL

### *Mileage Allowed to School Board Member*

The purpose of Education Code Section 2209 is to provide payment of travel expense of ten cents a mile to board members for miles traveled in excess of ten miles to attend a board meeting. The mileage allowable to a school board member for attending a meeting should, therefore, be computed by deducting ten miles from the number of miles in any round trip. (AGO 55-22; 25 Ops. Cal. Atty. Gen. 156.)

### *Pedestrian Crosswalk Contiguous to School Grounds*

Section 479 of the Vehicle Code, added by Chapter 889, Statutes of 1955, which requires a marked pedestrian crosswalk established in a roadway contiguous to a school building or the grounds thereof to be painted yellow and the words, "Slow—School—Xing" to be painted in the lanes leading to the crosswalk, applies not only to crosswalks that are directly in contact with the school grounds but also to those crosswalks that are in the immediate vicinity of the school grounds. The word "contiguous" is a relative term and its meaning depends upon the context and the subject matter under consideration. The legislative intent, ascertained from consideration of Vehicle Code Section 511(a)(1) and the title of Section 479, is to include the crosswalks near as well as at the school grounds which carry the bulk of pedestrian traffic to the schools. "These of course should not be at any considerable distance from the schools but should be near or neighboring or in the immediate vicinity." (AGO 55-140; 26 Ops. Cal. Atty. Gen. 69.)

### *Fees to Division of Architecture in Connection With Plans For School Building Construction*

Education Code Section 18197, as amended by Chapter 643, Statutes of 1955, effective September 7, 1955, authorizes the Division of Architecture to establish by regulation a schedule of fees which are to be charged school districts seeking approval of plans for school building

construction or alteration. The fees so established shall not be below the minimum nor above the maximum set by that section. The division may, with respect both to applications filed before September 7, 1955, and to applications filed after that date, by regulation establish a "further fee" rate based on actual cost if the rate does not exceed the maximum specified by the section. The division may establish a different "further fee" rate for those applications filed before, and those filed after, September 7, 1955.

The division may adopt a rate schedule which will permit a lesser charge to be made where a school district files an application for approval of plans and specifications covering a series of identical buildings on various sites which are to be constructed from one set of plans and specifications all within the same school district. (AGO 55-104; 26 Ops. Cal. Atty. Gen. 75.)

#### *Bonded Indebtedness of School District*

When territory is withdrawn from a school district as a result of the change of boundary procedure provided by Education Code Section 2502, the territory so withdrawn is relieved of its prorata share of the bonded indebtedness of the district of origin if the territory transferred contains none of the property or equipment acquired with the proceeds from the sale of the bonds. "In the absence of an express legislative provision pertaining to the retention of liability by the transferring territory except as provided by Section 1599 where school equipment and buildings are within the transferring territory, we conclude that liability for bonded indebtedness of the original district is not retained. (See *Pass School District v. Hollywood District*, 156 Cal. 416, 419.)" (AGO 55-132; 26 Ops. Cal. Atty. Gen. 79.)

#### *Nonresident Tuition Fees at State Colleges*

Education Code Section 20345.1, added by Chapter 1468, Statutes of 1955, requires payment of a nonresident tuition fee by nonresident students at state colleges, such fee to be fixed at a rate not less than \$180 per academic year. The fee may be prorated on the basis of the normal average full-time course. Such fees are not chargeable to students in summer sessions, since the fees charged summer session students pursuant to Education Code Sections 20472 and 20473 are designed to reimburse the State for the operation of summer sessions. Nonresident tuition fees are not chargeable to students in extension courses. Nonresident tuition fees may be refunded to nonresidents who fail to complete their courses. Nonresidents who become residents during the academic quarter or semester are not, on that ground, entitled to a refund since nonresident status is fixed as of the opening day of the semester or quarter and the status exists until the end of such semester or quarter. Students may be admitted to classes pending a final determination of their resident status. (AGO 55-136; 26 Ops. Cal. Atty. Gen. 91.)

## FOR YOUR INFORMATION

### CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. A list of events scheduled for the school year 1955-56 was published in the September issue of *California Schools*. Notices of the following have been received since the October issue went to press:

#### ADDITIONS TO CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1955-56

Dates, 1956	Organization and Event	Place
February 18-23	American Association of School Administrators	Atlantic City, N. J.
March 9-11	California Association of Women's Deans and Vice-Principals, Northern Region	Rickey's Studio Inn, Palo Alto
April 18 to 20 (correction)	California Association of Public School Business Officials	Sheraton-Palace Hotel, San Francisco

### CONFERENCE ON EDUCATION OF MENTALLY RETARDED STUDENTS

A one-day conference on the education of mentally retarded students at the secondary school level will be held on the campus of San Francisco State College on Saturday, December 10, 1955. This meeting is under the joint sponsorship of the Bureau of Special Education of the State Department of Education and San Francisco State College. Milton Reiterman, of Mission High School, San Francisco, is chairman of the planning committee, and Caroline E. Wood, 2320 Moorpark Avenue, San Jose, is conference secretary. Copies of the program are ready for distribution.

### CONFERENCE ON ART EDUCATION

The Northern California Section of the Pacific Arts Association will hold its annual fall conference on art education at Asilomar, November 10 to 13, 1955. The program includes a preconference workshop on art education, November 10; thirteen workshops for Friday and Saturday, November 11 and 12, on copper enameling, serigraphy, three-dimensional experiences, making movies, printing techniques, mosaics, paper sculpture, murals, other painting techniques, bulletin boards, stitchery, puppetry, and clay. The featured speaker on Saturday and Sunday will be Viktor Lowenfeld, art educator. Information regarding expense of attending the conference, including registration and workshop fees, cost of lodging and meals may be secured from Publicity Chairman Leafy

Terwilliger, 1028 N. Broadway, Fresno 4, or from Reservations Chairman Bernice Arnerich, 1206 Blewett Avenue, San Jose.

### CALIFORNIAN WINS IN "WHY I TEACH" CONTEST

The national office of the American Legion Auxiliary has recently conducted an essay contest for teachers, who wrote letters of 300 words or less giving their reasons why teaching was for them a rewarding and satisfying profession and a contribution to national security.

Superintendent of Public Instruction Roy E. Simpson has received a letter from Mrs. Leon A. Farrand, National Security Chairman for the American Legion Auxiliary, Department of California, stating that the winner in the California contest was Emily I. Roberts, 160 I Street, Coronado. Miss Roberts' essay was also sent to be judged in the Legion's Western Division, representing eleven states, and was adjudged the winning essay in that division. The prizes in each group were Treasury Bonds.

### NATIONAL MERIT SCHOLARSHIP PROGRAM

Students of unusual ability who will graduate from high school in 1955-56 have the opportunity to participate in a national competition for 200 four-year college scholarships offered by the National Merit Scholarship Corporation, an independent, nonprofit organization which receives its funds from foundations and industrial concerns. According to John M. Stalnaker, president of the corporation,

This nation, in the development of business, industry, science, the professions, and government, needs educated men and women of high ability. For maximum contribution to society, brains must be "educated brains." Yet today in the nation as a whole many of the best youth-brains are being neglected. Half of our most able students in high school do not go on to college. For most of these, lack of financial means appears to be the decisive deterrent. This waste is a national weakness. The reserve of potential talent in our high schools can be developed into a national strength. Our business corporations can help in this important task....

Participation in the scholarship competition is on a school basis and is under the direction of the principal and the school administration. The program has been approved by the National Association of Secondary-School Principals. High school principals in California have already been invited to enter their schools in the competition, and the preliminary screening tests were given on October 26. Semi-finalists will take the scholastic aptitude test of the College Entrance Examination Board in January, 1956, and winners chosen from among the finalists will receive formal offers of scholarships in May. Certificates of merit will be awarded to 800 runners-up in the competition, whose names will be sent immediately to colleges and other scholarship-granting groups.

Information about this program of scholarship awards, including the qualifications considered in the selection of winners and the method of

determining the stipend for each, as well as the responsibilities of Merit Scholars, may be secured by addressing the National Merit Scholarship Program, in care of Educational Testing Service, 20 Nassau St., Princeton, N. J.

### COLLEGE TRAINING FOR NAVAL CAREERS

In the fall of 1956 the tenth group of approximately 2,000 selected young men will be enrolled in 52 colleges and universities of the United States as students in the Navy's Reserve Officers' Training Corps (NROTC). As midshipmen, they will be provided with tuition, fees, books, and a living allowance of \$600 a year from government funds. These students will be required to take one course in Naval Science each term and to fulfill certain minimum requirements in English, mathematics, and physics. They will participate in two summer cruises with the Fleet and one eight-week period of aviation and amphibious indoctrination. With certain exceptions they may pursue the academic programs of their own choice. Upon graduation they will be commissioned as officers in the Navy or Marine Corps and will serve on active duty for a period of three years. Many will then have the opportunity to become career officers; others will transfer to the Naval Reserve, where they will be trained and ready for service in the event of national emergency.

The nation-wide qualifying examination will be given on December 10, 1955. Copies of the NROTC bulletin of information and sample application forms have been sent by the Department of the Navy to secondary school principals and to colleges in every state. The qualifying aptitude test will be given in 27 different locations in California. Detailed information about the program may be obtained from high schools, universities, and colleges, and all Navy Recruiting Stations, and also from Educational Testing Service, P. O. Box 709, Princeton, New Jersey, or P. O. Box 27896, Los Angeles, California. School administrators, supervisors, and teachers are urged to encourage able and interested students to apply for this training.

### THE LAW OF THE LAND

The State Bar of California, 2100 Central Tower, San Francisco 3, offers to send to any teacher in the state, on request, copies of the weekly advance proofs of the two newspaper columns, "Law in Action" and "Law in the News," which are now being run in more than 300 California papers. The columns won the George Washington Award from the Freedoms Foundation of Valley Forge in 1955, as a "comprehensive series of newspaper columns explaining the workings of the law of the land in practical language."

## SEARCH FOR THE HOMEMAKER OF TOMORROW

The Betty Crocker Search for the American Homemaker of Tomorrow is a scholarship award program sponsored by General Mills and open to all senior girls in secondary schools of the United States. Announcement of the Second Annual Search, to be conducted for graduates of 1956, has been sent to every high school in the country. The competition is conducted in such a way that each participant receives some benefit. The major awards in 1955-56 will include a \$5,000 scholarship to one national representative, a \$1,500 scholarship to each of the 49 state representatives ranking first in each state (including the District of Columbia), and a \$500 scholarship to the 49 state representatives ranking second. An educational trip to historic shrines in Washington, Mount Vernon, Williamsburg, and Philadelphia will be awarded to the 49 first-rank state representatives, and the schools attended by these representatives will receive sets of the latest edition of *Encyclopaedia Britannica*.

The Betty Crocker Search for the American Homemaker of Tomorrow has been approved by the National Association of Secondary-School Principals as a high school activity for 1955-56.

## WINNERS IN GRAPHIC ARTS COMPETITION

The Ford Motor Company's Industrial Arts Awards Contest is an international youth competition designed to encourage and recognize outstanding work of high school students in industrial and vocational arts. The ninth annual competition was held in Dearborn, Michigan, during the week of July 11, 1955. More than 5,000 entries were submitted, including the school printing projects of more than 400 students from eighth to twelfth grade.

The entries were grouped according to type and to the grade of the student. Awards were given in each classification. Cash prizes totaling \$400 were given in each of the nine groups in the graphic arts division. Two graphic arts entries received outstanding achievement awards entitling the winners and their teachers to an all-expense-paid trip to Dearborn. These winners were Jerome E. Latawiec, age 19, of Milwaukee Boys' Technical School, Milwaukee, Wisconsin, and Merle Baghtel, age 14, of Tappan Intermediate School, Detroit, Michigan. Mr. Latawiec's entry was an 11-color silk screen print, which was judged as the outstanding design entry for the entire contest.

The following students from California high schools won cash awards in the graphic arts division:

Tony Angell, 14, North Hollywood Junior High School, Los Angeles  
Donald Broadston, 14, John Sutter Junior High School, Woodland Hills  
Rudy Bruhns, 17, Balboa High School, San Francisco  
Daniel Chavez, 14, Willowbrook Junior High School, Compton  
Douglas Ebert, 17, Balboa High School, San Francisco

Carol Hamon, 14, Napa High School  
Eugene Hays, 13, Florence Nightingale Junior High School, Los Angeles  
Steven Littenberg, John Marshall High School, Los Angeles  
Walter Koulaieff, 12, Le Conte Junior High School, Hollywood  
David Pickington, 14, La Canada Junior High School  
Philip Wood, 13, La Canada Junior High School

The award-winning entries will be exhibited in August, 1956, at the annual conference of the International Graphic Arts Education Association on printing education, to be held at Santa Barbara College of the University of California. Photographs of the winning graphic arts entries will be available to the International Graphic Arts Education Association as a traveling exhibit for display at various state and regional meetings of graphic arts teachers. Requests for the traveling exhibit should be addressed to the Educational Council of the Graphic Arts Industry, 719 Fifteenth St., Washington 5, D. C.

### INTERNATIONAL RELATIONS FELLOWSHIPS

A fellowship program for special advanced training related to international relationships and foreign affairs has recently been announced by the Ford Foundation. Persons now studying or teaching international relations will be assisted to undertake graduate training in another social science or in the history, culture, and current problems of one or more nations of Asia, the Near East, Africa, or the Soviet and East European area. Persons already trained in one of the other social sciences or related humanities, or who have specialized training for work in foreign areas, will be assisted to undertake graduate work in international relations.

The program will provide fellowships for a few American men and women of unusual promise to take up to two years of training, beginning no later than January 1, 1957. Application is open to persons who hold the Ph.D. degree or who expect at least to have completed all requirements for the degree except the dissertation, by February, 1956.

The final date for filing applications is December 15, 1955. Application forms and further information may be obtained from International Relations Training Fellowships, in care of The Secretary, the Ford Foundation, 477 Madison Ave., New York 22, N. Y.

### HONORS FOR HIGH SCHOOL PHOTOGRAPHERS

Photographic achievement among high school students will gain national recognition through the eleventh annual National High School Photographic Awards being sponsored for 1955-56 by the Eastman Kodak Company. The competition is open to students in grades 9 to 12 throughout the United States and its territorial possessions. It is one of the national contests approved by the National Association of Secondary-School Principals.

The primary requirements are that the pictures must have been taken by the students themselves, since April 1, 1955, and must not have been entered previously in any national contest. Entries will be received between January 1 and March 31, 1956, and the winners will be announced in May. Entries may be in any of four classes: (1) school activities, (2) people—away from school, (3) pictorials, and (4) animals and pets. Four prizes—Grand (\$300), Second (\$200), Third (\$100), and Special (\$50)—will be awarded in each of the four classes. There will also be 240 Honorable Mention Awards of \$10 each.

In the 1954-55 competition, a student at Santa Barbara High School, Robert Ludlum, won the grand award in Class 4; Mike Vogel, of Burbank High School won the third award in the same class. Students from 24 high schools in California won 48 (20 per cent) of the Honorable Mention Awards<sup>1</sup> and students in 20 California high schools received 24 certificates of merit.<sup>2</sup>

A selection of the winning pictures is made up each year into a traveling salon to be shown in schools throughout the country. Exhibits of previous winners are currently in circulation and available to any high school, without charge or payment of mailing costs. The exhibit consists of 50 prints, each encased in a transparent envelope which provides good protection. Part or all of the prints can be displayed at one time. The exhibit has a functional use for classes in photography, camera clubs, and art departments, and students take interest in arranging the exhibit.

Information about the competition and booking of the exhibits can be secured by addressing the National High School Photographic Awards, 343 State St., Rochester 4, N. Y.

<sup>1</sup> *Public high schools:* Anaheim union, Bakersfield, Bell Gardens, Dorsey (L.A.), Fremont (L.A.), Galileo (S.F.), Grossmont, Hamilton (L.A.), Helix (La Mesa), La Cumbre junior (Santa Barbara), Leuzinger (Lawndale), Pacific (San Bernardino); San Bernardino, San Diego, San Jose, Sanger, Sunnyvale, Ventura senior, Washington (S.F.), and Whittier. *Private high schools:* Chadwick School, Lomita; Notre Dame high school, Sherman Oaks; Sacred Heart Academy, Menlo Park.

<sup>2</sup> *Public high schools:* Bell Gardens, Coronado, Fremont (L.A.), Galileo (S.F.), Hamilton (L.A.), Helix (La Mesa), Inglewood, Jordan (Palo Alto), Monrovia-Duarte, Polytechnic (L.A.), San Diego, San Jose, San Lorenzo, San Mateo, Sonoma Valley union, Sunnyvale, Valencia (Placentia), Ventura senior, and Washington union (Centerville). *Private high school:* Pomona Catholic high school.

# PROFESSIONAL LITERATURE

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COLE, LUELLA. *Psychology of Adolescence*. New York 16: Rinehart & Co. (232 Madison Ave.), 1954 (fourth edition). Pp. xvi + 712.

DANIELS, WALTER M. *Educational Opportunities for Youth*. The Reference Shelf, Vol. 27, No. 5. New York 52: H. W. Wilson & Co. (950-972 University Ave.), 1955. Pp. 202.

HEISER, KARL F. *Our Backward Children*. New York 3: W. W. Norton and Co., Inc., 1955. Pp. 240.

*Incomplete High Schools—What, Where, and Why?* Prepared by Walter H. Gaumnitz, Specialist for Small and Rural High Schools, and William Gescheider, Research Assistant, Council for Advancement of Secondary Education. Circular No. 452. Washington 25: Office of Education, U. S. Department of Health, Education, and Welfare, July, 1955. Pp. 12 (reproduced from typewritten copy).\*

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SHUMSKY, ABRAHAM. *The Clash of Cultures in Israel: A Problem for Education*. New York 27: Bureau of Publications, Teachers College, Columbia University (2960 Broadway), 1955. Pp. xii + 170.

*Stuttering in Children and Adults: Thirty Years of Research at the University of Iowa*. Wendell Johnson, editor. Minneapolis: University of Minnesota Press, 1955. Pp. xviii + 472.

THORNDIKE, ROBERT L., and HAGEN, ELIZABETH. *Measurement and Evaluation in Psychology and Education*. New York 16: John Wiley and Sons, 1955. Pp. viii + 576.

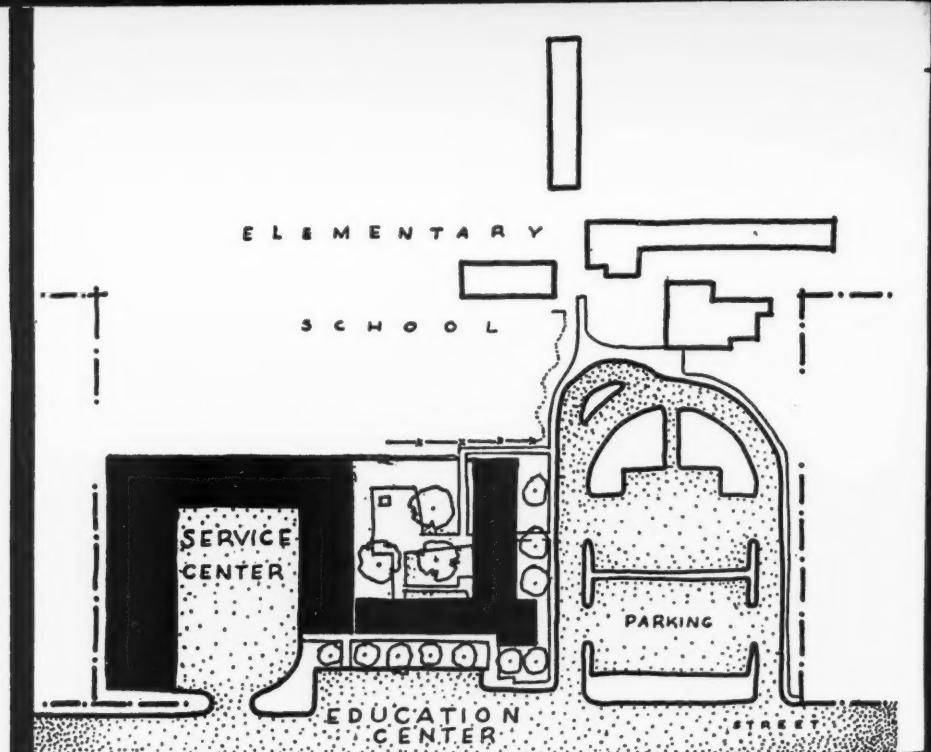
*Words for Work: Handbook of Trade Terms for a Tutoring Program for New Americans*. Boston 10: Jewish Vocational Service of Greater Boston (72 Franklin St.), May, 1955 (revised edition). Pp. 140 (reproduced from typewritten copy). \$1.00.

*Your Child's Safety*. "Accidents—Childhood's No. 1 Killer," by Harry F. Dietrich, M.D., and "Guiding Your Child to Safety," by Sidonie Matsner Gruenberg. Public Affairs Pamphlet No. 225, published in co-operation with Nationwide Insurance. Illustrated by Elizabeth D. Logan. New York 16: Public Affairs Committee, Inc., (22 East 38th St.), September, 1955. Pp. 28. \$0.25.\*\*

ZEDLER, EMPRESS YOUNG. *Listening for Speech Sounds: Stories for the Speech Clinician and the Classroom Teacher*. Garden City, N. Y.: Doubleday & Co., 1955. Pp. xiv + 146.

\* Distributed by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

\*\* Discounts on orders in quantity.



# MASTER PLAN

— SCALE —

- (A) BOARD ROOM
- (B) SUPERINTENDENT
- (C) SECRETARY
- (D) ASSISTANT SUPERINTENDENT
- (E) GUIDANCE
- (F) AIR CONDITIONING AND SUPPLY
- (G) RECEPTION
- (H) BUSINESS MANAGER
- (J) ACCOUNTING
- (K) BOOKKEEPING
- (L) TOILETS
- (M) LOUNGE AND PANTRY